

Teacher training:

A closer look at Behaviour Management in the UK classroom - March 2022

Let's move from 'Behaviour Management' to 'Behaviour for LEARNING' !

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Question: Describe for me - type in the chat box please - in ONE SENTENCE - the 'ideal classroom':

...What characteristics would you like of your classroom?, describe it for us in one sentence !...



Today's structure and goal:

Part 1: Thinking about managing behaviour.

Part 2: How does behaviour of pupils link to Learning?

Goal: Consider ideas for behaviour management and how these underpin learning processes in your classroom > giving you next steps to go away and explore.



PART 1:

Managing behaviour. Some key techniques.

Before the Lesson Even Begins...

When the students arrive to the classroom make sure that they are greeted with positivity. **A welcome and smile go a long way!** “Visible kindness”!



Question: How will you create a positive learning environment from day #1?



Relationships

This is not about trying to befriend the students or being the 'cool' teacher, positive and **effective student-teacher relationships are formed through time, sincerity and trust.**

Relationships come before lessons every time.

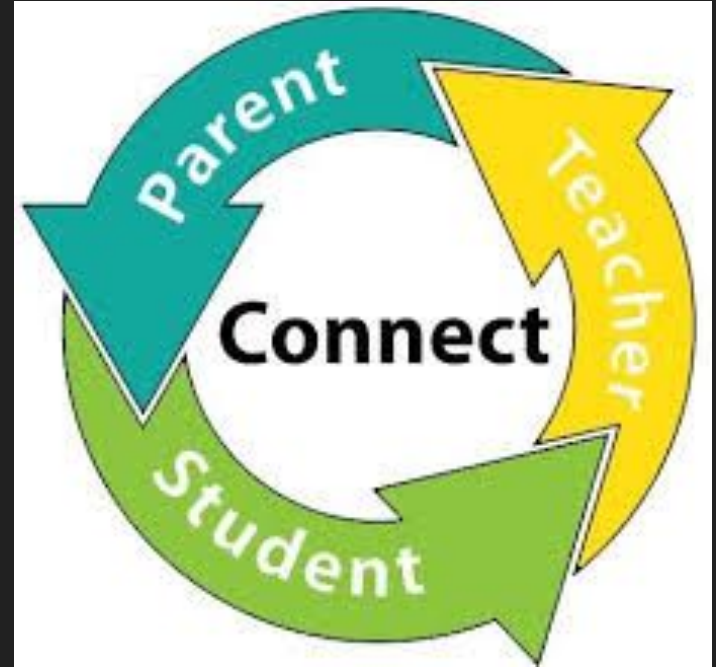
Your aim is to gently persuade the students that you are **committed to building trust**.
Give your time freely and expect nothing in return!



Home < > school communication

In order to foster and maintain relationships with the students, calling home on a regular basis to discuss how our students are doing is vital.

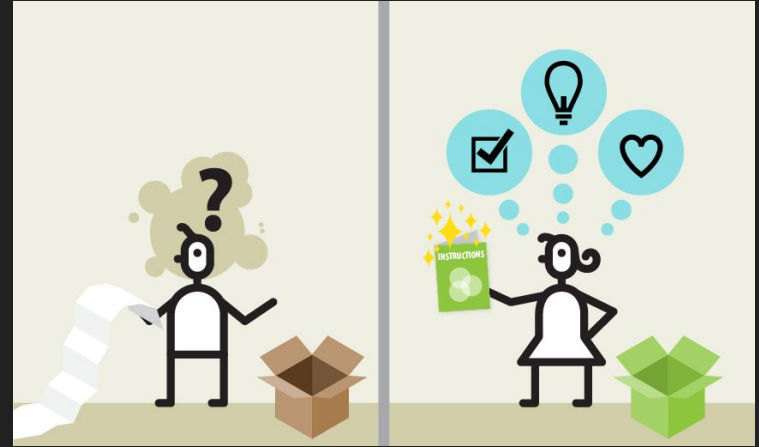
This allows us to ensure that we and the students' parents are all 'singing from the same page'. Also, send positive postcards home when your pupil has done something above and beyond...it really matters!



‘Low level’ behaviour management is priority.

If you establish **clear boundaries** and expectations with your classes early on it will **limit the chances of the behaviour escalating.**

make it
clear



Avoid waiting around for the student to change their behaviour immediately; **they may need some time and space** to make a better choice.

A “tactical pause”.

This is for you to stop whatever you are saying or doing.

Also:

Prefacing requests with 'Thank you' has a marked effect on how the request is received.

'Thank you for putting your bag on the hook' or
'Thank you for dropping your gum in the bin'.

Maybe: Countdown to request silence





**WHAT WE
PERMIT, WE
PROMOTE**

Own your classroom

Get 'out and about'...

Own your classroom, walk around and be confident, be unpredictable and be a curiosity. The relationships that we model to students and with other staff may be the only positive behaviour that the children see. Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect.



Stick to your routines

Have your set classroom habits formed with crystal clear expectations and don't deviate away from them, **use time to reinforce these**. You will soon see the benefits of the children knowing what to expect and where they stand. **Invest time in setting up your routines and planning for behaviour**.

Talk about routines and expectations regularly, the start of a new term is a good time for this.



Question: What routines are fixed in your classroom?

For example:

‘Explaining the lesson objective at start of lesson’

‘Hands up before any contribution’

Praise

The classroom is a place filled with funny and positive interactions, and your students will all feel appreciated in different ways.



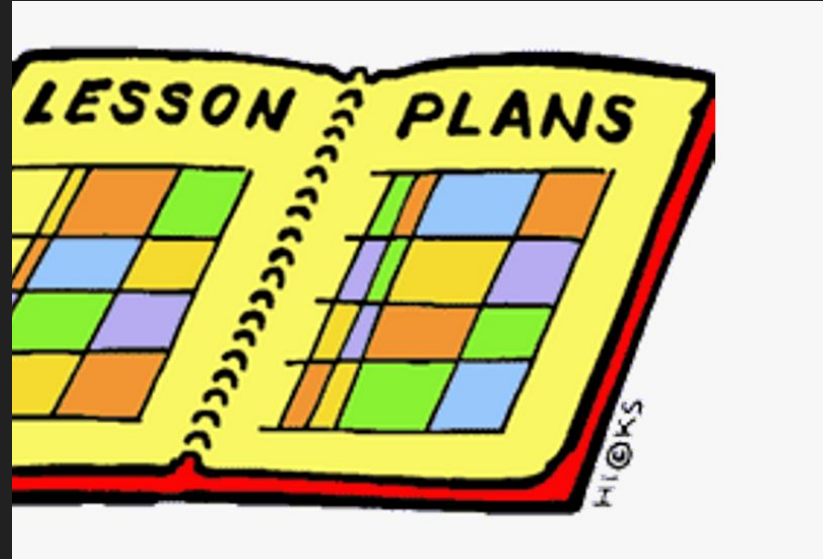
Question: What and how do you recognise positives in your classroom?

What you promote > says a lot about what you are looking for.

Planning!

Don't expect your pupils to LEARN if you haven't PLANNED for them to learn!

And this means *really planning WELL* - understanding of pupils' starting points / with differentiation / varied activity types etc



PART 2:

Managing behaviour in order to manage LEARNING...

Don't expect your pupils to LEARN if you haven't
PLANNED for them to learn!

Is this comment above, 'stating the obvious'...?

>>> We all seek good 'behaviour' in our classrooms.

>>> But, 'behaviour for learning'?

‘Learning behaviours’:

‘Learning behaviours’ are about more than managing misbehaviour in the classroom.

As we teach these, developing and strengthening learning behaviours in our pupils, they become **more motivated and determined to succeed**.

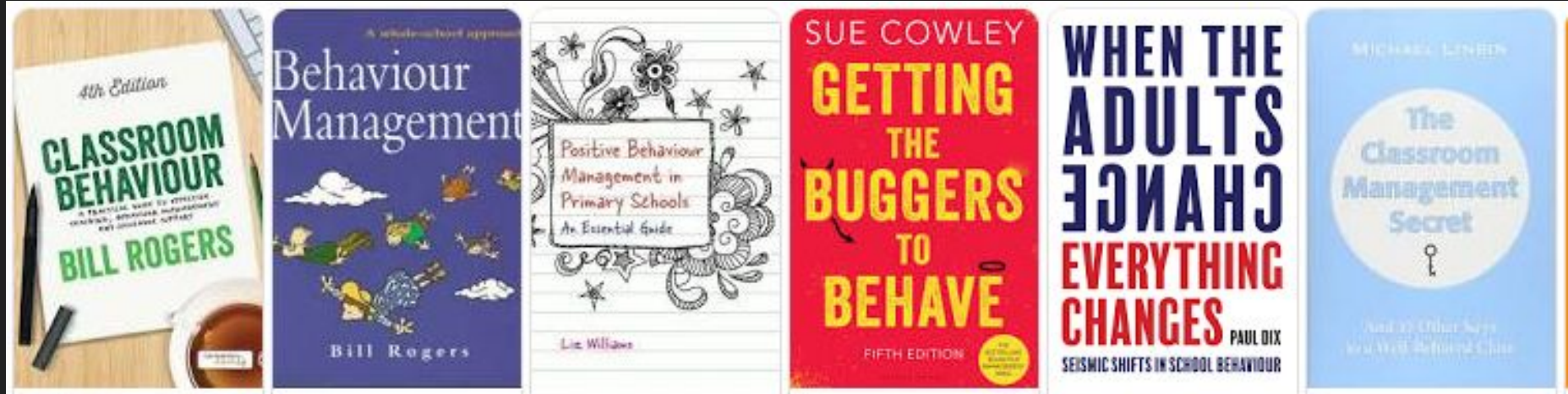
Recommendation: TEACH 'Learning Behaviours'

You provide the conditions:

Ensure pupils can...

- access the curriculum;
- engage with lesson content;
- participate in their learning.
- + REFLECT on their learning behaviours!

Some further reading:



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<https://www.amazon.co.uk/Classroom-Behaviour-Practical-Effective-Management/dp/0857021672>

<https://www.amazon.co.uk/Getting-Buggers-Behave-Sue-Cowley/dp/1441173145>

<https://www.amazon.co.uk/When-Adults-Change-Everything-Changes/dp/1781352739>

<https://www.amazon.co.uk/Classroom-Management-Secret-Other-Well-Behaved/dp/1889236276>

<https://www.amazon.co.uk/100-Ideas-Secondary-Teachers-Behaviour/dp/1408193620>

Question: Next steps - What can/WILL you try?

1. This week;
2. Over the next few weeks?